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AUTHOR Miller, Stephen
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ABSTRACT

This evaluation report of the Far West Laboratory Responsive Head Start Program, an inservice training program for preschool educators, discusses the effectiveness of the Laboratory's program and gives specific recommendations for improving it. The present report contains data that continue to support earlier findings indicating that the Responsive Model can help children learn and that the inservice training is a viable alternative to concentrated courses away from school. For this reason, objective data, such as the child test data and classroom ratings, are given less emphasis than the subjective data. The first part of the report summarizes the conclusions of the data. Three tests (the Pre-School Inventory (PSI), the Ravens Progressive Matrices test and the Boehm Test of Basic Concepts) were administered to groups of children from various sites participating in the program. Children's improvement on the PSI after a 6-month exposure to the program was highly significant (N=408 children). The mean score of the children (N=63) on the Boehm test fell at the 65th percentile. The scores of 112 Head Start children and 46 comparison children on the Ravens test were all generally low and not significantly different. Classroom ratings on a classroom observation schedule showed from slight (for ratings by the lab staff) to significant (for ratings by program advisors) improvement from the beginning to the end of the school year. The recommendations given were: (1) re-define the program advisors' role so that their teaching skills will not be wasted; (2) bring more people into the training process; (3) make the teacher training more concrete; and (4) facilitate the flow of laboratory materials. An appendix contains all the tabulated and summarized data from the child test results, classroom ratings, and questionnaires given to program advisors, teachers and teacher assistants. (Author/SS)

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EVALUATION OF THE FWL RESPONSIVE HEADSTART PROGRAM 1970-1972

PS 010832

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by stephen miller

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The purpose of this report is to answer two questions:

1. How effective is the Laboratory's program for training Head Start teachers and assistants under the Responsive Model?

2. How can we make it better?

To summarize briefly descriptions that can be found elsewhere, the Far West Laboratory has been developing since 1967 an inservice training program for pre-school educators, using the Responsive Model Learning environment. The Model is based on the idea of teachers responding to the (hopefully facilitated) initiatives of the children, rather than the more traditional reverse situation. The environment is one of free exploration, self-pacing, and "discovery learning" about the interconnected properties of the world.[1] The inservice training for teachers was developed for a number of reasons: 1. If local people could be trained to train teachers, local programs won't be overly dependent on outside agencies. 2. If teachers are trained onsite they have opportunities to employ new practices in real situations, and be immediately influenced by the children they work with. 3. Training throughout the year has a greater input than, say, a concentrated college course. The teacher's whole structure of habit is not challenged at once. 4. More people can be trained more cheaply.

The program is developed around a locally appointed person, the Program Advisor, who acts as intermediary between the Laboratory and the teachers. The Program Advisor is supposed to be responsible for 10 classrooms (10 teachers and 10 teacher assistants).

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[1] See Nimnicht, Glen, McAfee, Oralie, Meier, John. The New Nursery School. N.Y.: General Learning Corporation, 1969, for a complete description of the Responsive Environment.

The Laboratory trains the P.A.'s and provides materials. The P.A.'s duties include:

1. Conducting a four-day workshop for teachers before school opens.

2. Conducting weekly inservice meetings related to the training units each teacher receives from the Laboratory.

3. Visiting each classroom at least three hours every two weeks to observe, demonstrate, and consult.

4. Help the teachers to videotape themselves using a learning episode, etc., and critique the tapes with the teachers.

The first three experimental years from which this program emerged (1967-70) are reported and evaluated in another Laboratory publication.[2] By that time the program had been established in a reasonably viable form. The past two years brought changes based on the recommendations of the first report. Last year an Operational Test was instituted in several districts - the local programs set up with Laboratory help were expected to continue on their own, with the Laboratory supplying only new training materials, and interceding only for the purposes of evaluation. The data resulting from that evaluation is presented in this report.

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[2] Nimnicht, Rayder, et al. An Experimental Training Program for Head Start Teachers and Assistants: A report at the end of the third year of a continuing project. Berkeley: Far West Laboratory for Educational Research and Development.

APPROACH

A great deal of data was available on the years 1970-72. [3] It was therefore necessary to make some editorial decisions as to what data was more "interesting". We hope that by focusing the coverage of this report we can capture what is most useful and most different from what was done before.

There are a few basic points which we would like to make explicit at the outset:

The Responsive Model has already proven that it can help children learn. Judging from the Three-Year Report, it has also been established that inservice training is a viable alternative to concentrated courses away from school. The present report contains a lot of data that continue to substantiate these conclusions. The central question is therefore no longer whether or not we have a workable method of training teachers. We are to the point where we should rather concentrate on specific recommendations for improving the training program. And these recommendations themselves should be kept short and few in number in the hope that something might be done with them.

It is for this reason that it may seem that we are "playing down" some of the more objective data, like the child test data and classroom ratings, in favor of some of the subjective reports which tend to be more critical. This is not to minimize the importance of the former. The objective data tell us that we have for the most part a sound, effective, and well-liked educational program. If this were not established first, then subsequent

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[3] Some has already been published by the Laboratory in Responsive Model 1970-71 Head Start Child Data and Head Start Teacher and Teaching Assistant Year End Survey 1970-71.

criticism would not be worth the effort.

The report is in three parts. The first part summarizes the staightforward conclusions from the data. The second part, the most important, lists four sets of recommendations for improvement of the program. The third part, an appendix, contains all of the tabulated and summarized data on which the first two parts are based.

THE DATA

Table I shows what data were collected from where among the various sites participating in the Laboratory's Head Start Programs.

Child Test Data:

Three tests were administered to various groups of children in the program: The Pre-School Inventory (which had been used in previous evaluations of the Program); the Ravens Progressive Matrices test; and the Boehm Test of Basic Concepts. The results are shown in Appendix A.

The PSI was given to 408 children in 12 districts during 1970-71. The entire test was administred in October-November, and again in May-June. Scoring was based on 51 items rather than the total of 64 on the test, as 13 items were deleted because of content, cultural loading, confusion, or keying difficulty.

The mean total score on the pretest was 30.13 and the mean on the post-test was 40.47. The improvement was highly significant. In addition, scores were calculated for each of the nine sub-tests by district (see Appendix A).

The Boehm test was administered to 63 Head Start children in 3 districts. Scores were analyzed in total and also broken down by age, sex, and race. Fifty-two percent (52%) of the children were black, 21% Mexican-American, twenty-nine percent (29%) white. All but 2 of the children were below OEO poverty guidelines. No significant differences appeared in the scores either by sex or by race.

The mean score was 29.09. A raw score of 29 falls at the 65th percentile using the author's norms for children from a low socioeconomic group tested at the beginning of the kindergarten year. Since the children in the Responsive Program samples were tested in May of their last preschool year,

Table 1.

HEAD START DATA RECORDED

DATA / DISTRICT	P.A. YEAR END SURVEY		CLASSROOM RATINGS BY P.A.		P.A. USE OF TIME*		TEACHER AND/OR T.A. QUESTIONNAIRE, OP. TEST		TEACHER AND/OR T.A. QUESTIONNAIRE, CONTINUING	
	70-71	71-72	70-71	71-72	70-71	71-72	71-72		71-72	
Duluth (PV)	X		X		X	X				
Duluth	X		X							
Long Beach (S)	X		X							
Long Beach (S)	X		X							
Fresno	X		?							
**Fresno (Some PV?)	X		?		X					
Albuquerque	X		X		X					
Salt Lake (PV)	X		X		X	X				
Buffalo (PV)	X		X							
Orange County (S)	X		X							
Goldsboro	X		X		X					
Los Angeles	X		X		X					
Asheville	X		X							
Phoenix (C)	X		X		X				X	
Contra Costa (C)	X		X						X	
Sacramento (C)	X		X		X				X	
Seattle (C)	X		X		X				X	
Tacoma (C)	X		X						X	
Tacoma (PV)	X		X		X					
St. Louis (OT)		X		X			X			
Delaware (OT)		X		X		X	X			
West Virginia (OT)		X		X			X			
San Jose (OT)		X					X			
Pennsylvania (OT)							X			
Reno (OT)							X			
Peekskill (OT)						X	X			
Peekskill (OT)							X			
	19/21	4/7			10/21	4/7	44/67 (T)	54/91 (TA)	18/45 (T)	10/55 (TA)

For questionnaires, the ratio at the bottom of each column indicates the proportion that were returned and recorded.

KEY: PV=Planned Variation
C=Continuing
S=Supporting
OT=Operational Test

*This includes major reports only. Some reports that covered only small periods of time were not included.

**Data from Fresno may be from more than 2 sub-districts.

Table 1.

HEAD START DATA RECORDED

(CONTINUED)

DISTRICT \ DATA	PSI	RAVENS	BOEHM	LOS ANGELES INTERVIEW	CLASSROOM OBSERVATION BY LAB
Duluth (PV)					
Duluth					
Long Beach (S)	X			X	X
Long Beach (S)	X			X	
** Fresno				X	
** Fresno (Some PV?)					
Albuquerque	X				X
Salt Lake (PV)	X	X	X		
Buffalo (PV)	X				X
Orange County (S)					
Goldsboro	X				
Los Angeles	X	X	X	X	X
Asheville	X				
Phoenix (C)	X				X
Contra Costa (C)	X				X
Sacramento (C)	X	X	X		X
Seattle (C)	X	X			X
Tacoma (C)					X
Tacoma (PV)					
St. Louis (OT)					
Delaware (OT)					
West Virginia (OT)					
San Jose (OT)					
Pennsylvania (OT)					
Reno (OT)					
Peekskill (OT)					
Peekskill (OT)					

See Key on preceding page.

**See corresponding note on preceding page.

NOTE: Some data from Peekskill, New York (perhaps only data for the Operational Test Teacher Questionnaire) was for a Program Advisor who worked only a little with the Far West Laboratory, and received most of her training from the regular Operational Test Program Advisor.

it seems reasonable to assume that they would have compared even more favorably with the non-Head-Start norm had they been tested at the later date.

The results of the Ravens test were not as unambiguously supportive as those of the other tests. It was given to 112 Head Start children and 46 comparison children in 4 communities. There was no consistent pattern of difference between the two groups, and scores were low for both Head Start and non-Head Start children. It should be pointed out that the Ravens Progressive Matrices is a more abstract test than the other two, requiring skills of analogy rather than the more concrete relationships treated in the Responsive classroom. It should be noted from the appendix that the sub-tests of the PSI that showed greatest relative change during the Head Start year dealt with geometry, color, and concrete objects. The difference between the PSI and Boehm on one hand, and the Ravens data on the other, points up the borderline of what is and is not accomplished in the classroom.

Ratings of Classrooms:

Classrooms in various districts (listed in Table I) were rated by observers from the Laboratory in one study and by their Program Advisors in another.

Ratings by the Lab staff were on the classroom observation schedule that was used in the Three-Year Report. Unfortunately only 14 classrooms had both pre- and post scores for comparison of beginning and end of year. These showed a slight improvement though 86% were found to be at least adequate. The ratings are given in Appendix B.

The ratings by P.A.'s for both 1970-71 and 71-72 are also given in Appendix B. These are stated on a 1-5 scale indicating degree of implementa-

tion of the Responsive Environment, and are broken down into categories of Room Arrangement, facilities, classroom control by teacher and assistant, learning relationships for teacher and assistant, freedom for children to come and go, planning, small group time, and general features. For both years, each category showed very significant ($t > 4$) upward shifts from beginning to end of year; and for the second year started with a much higher initial set of ratings than for the first.

Program Advisor Questionnaires:

The results of these are to be found in Appendix C. They include:

P.A. Use of Time:

The P.A.'s filled out monthly time sheets in quite fine detail. These are summarized in the appendix for both 1970-71 and 71-72 for nine major categories of activity. The principal pattern to emerge is the dramatic drop in classroom time accompanied by an equally dramatic rise in administative duties. This result will be returned to later in the report.

Program Advisor Year End Survey 1970-71 (pp. 31-42)

Program Advisor Year End Survey 1971-72 (pp. 43-50)

Teacher and Teacher Assistant Questionnaires, 1971-72 Continuing Districts (pp. 70-84)

Teacher and Teacher Assistant Questionnaires, 1971-72 Operational Test Districts. (pp. 52-70)

These six questionnaires are completely reprinted in the Appexdix on the pages indicated above. Responses are tabulated, and comments made on the questionnaires have been inserted at the appropriate points. In compiling the large numbers of comments we had to choose between completeness and having a report of reasonable (and readable) size. We chose the latter, and did not include many comments that either repeated each other or simply reinforced a point already made in answering the preceeding objective question. With this introduction we will simply let the replies we tabulated speak for themselves.

Los Angeles Interview:

On May 11 and 12, 1972, members of the Laboratory met with 5 Program Advisors for an interview session to determine where the program is going and what should be done about it. The P.A.'s, along with 3 others who were unable to attend the meeting, also sent in letters detailing the positions they were to present at the interview. The interview was taped and the transcription is available at the Laboratory in the data notebooks for this report.

It is unfortunate that there was no reasonable way of compacting the information gathered into the kind of simple tabular form of the other data reported here. Systematization or "coding" of some sort would do violence to the openness of what was said. We hope that we have accurately translated the discussion into the recommendations that follow.

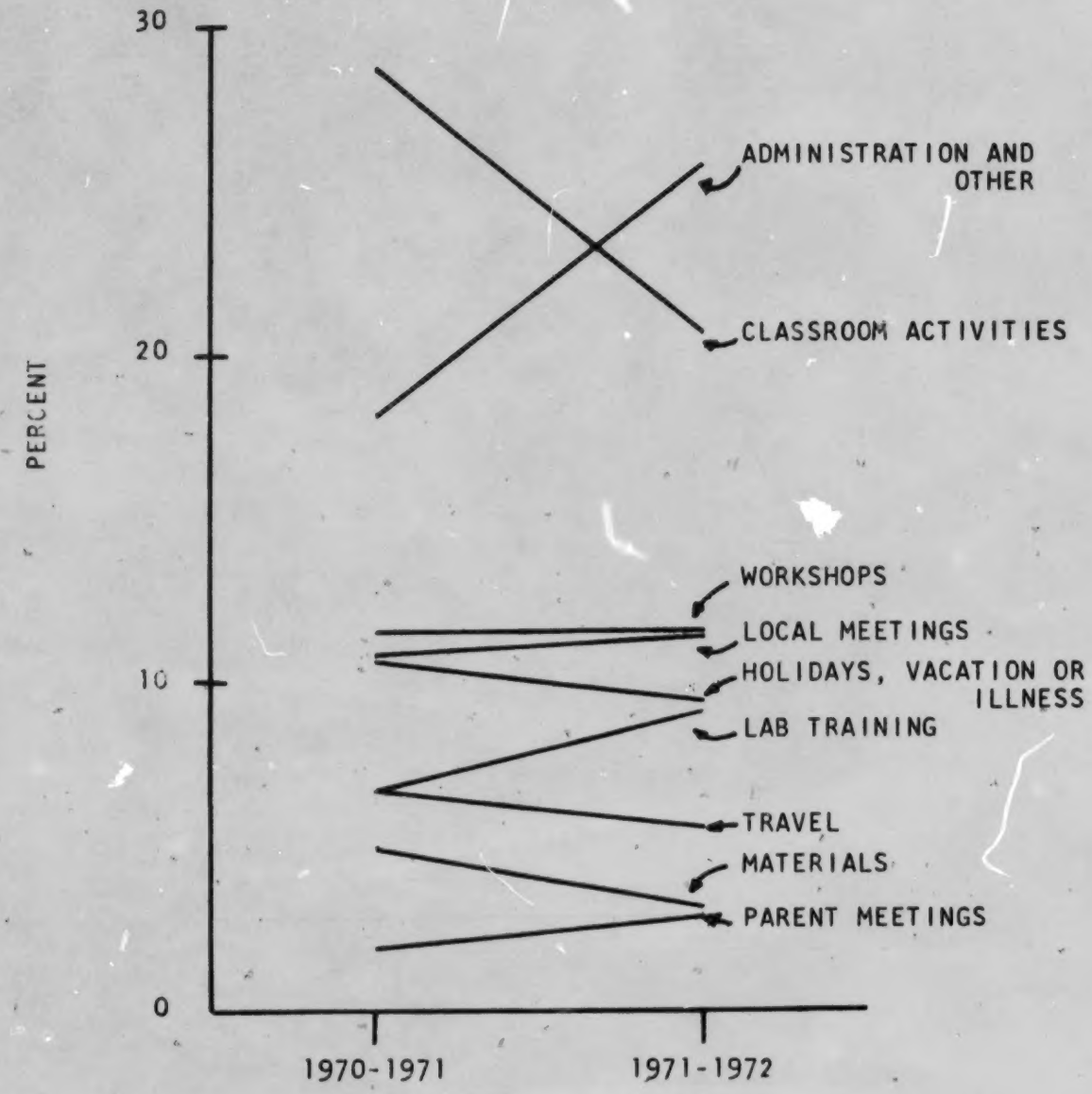
RECOMMENDATIONS

1. Redefine the Program Advisors' roie so that their teaching skills will not be wasted.

Look at Figure 1, which illustrates the change over one year in the Program Advisors' use of time. The P.A.'s job was conceived of as a kind of master teacher, to train and help guide a number of teachers in working with their children. The problem is that in the milieu of the local community that appoints the P.A., she is considered as a kind of quasi-administrator, or alternately as someone who will perform almost any peripheral task related to Head Start. P.A.'s in the interview found themselves in all sorts of expected or bizarre roles that detacted from their educational value. They had to act as intermediaries in community relations, locate and administer conferences and other activities, deal with repairs and vandalism, drive buses, and administer and work on proposals for money. in the questionnaires deplored the fact that in several cases they were unable to give the expected weekly workshops, sometimes giving them once or twice a month. Every P.A. found her time far too spread out to work effectively. One suggested that they adopt a slogan of"be inefficient" in dealing with their extraneous activities as the only available brake.

The case is simply that Program Advisors are being forced by a variety of pressures away from the job description summarized at the beginning of this report and they want to get back. One solution of course, is to create two jobs, where the person trained as P.A. performs only educational tasks (and is perhaps given a different title that would really emphasize this role) and someone else handles the other tasks. There are two problems with this idea which are very real and which probably have to be dealt with individually by each local district 1. There are undoubtedly

Figure 1.



PROGRAM ADVISORS' USE OF TIME

CHANGE FROM 1970-1971 TO 1971-1972

often financial problems which would hinder the formation of a second job. Number 2. There is always the danger that if the P.A. becomes a "master teacher," and the other person who handles community relations, etc., does no educating, the latter might be perceived by the community as some kind of slick PR person. There are enough problems of this kind already, and the Laboratory will have to devise guidelines that will steer clear of this.

Nevertheless, some restructuring of PA time is really necessary. In the teacher and T.A. questionnaires, P.A.'s were increasingly perceived as too busy, as less able than before to make careful observations. Since the training program is built around the P.A., this cannot be ignored.

2. More people have to be brought into the training process

A. Teaching Assistants

Teaching assistants seem to have been a bit distanced in the whole training process. As reported in the questionnaires, fewer of them received a given amount of training that did teachers, they found training manuals, teaching materials, toys, etc. Somehow less accessible than did the teachers. This went both ways; in the classroom ratings by PA's teaching assistants improved on various dimensions uniformly less than teachers. Dissatisfaction of T.A.'s with the program was somewhat greater. These trends were not of very major magnitude, but they were uniform. T.A.'s need to be brought more fully into the system. (On the other hand, satisfied T.A.'s often benefited - many of them were spurred to go back to school themselves).

B. Administrators

Program Advisors were unanimous in feeling that administrative directors and other support people should receive Lab training along with the P.A.'s. First of all, if the PA is the only local person with Lab training and she leaves, there is a vacuum. More important, a great deal of benign misunder-

standing on the part of administrators has hampered some local programs.

They were often supportive in intent, but not sufficiently aware of the details of the program and its specific needs, resulting in confusion or improper or missing specific support. Requests for mateirals were often eyed with suspicion. Better information on a concrete level for these people would help.

C. Parents and Public Schools

Varying from district to district, the program has gotten a certain amount of flak from parents and the public schools. The children will enter over the issue of being unstructured and "permissive." Some P.A.'s felt that a Responsive Follow Through program is needed in their districts to deal with this. Apparently there is sometimes pressure from the school system for Head Start to be a downward extension of kindergarten. Kindergarten teachers were sometimes reported to have negative expectations of "pon disadvantaged Head Start kids"; coupled with this were the attitudes of some parents with little knowledge of the program that their children should be learning the 3R's that there should be more uniformity and discipline in the classroom so home discipline would not be supposedly undermined. One school administrator referred to the Responsive Model as "Chaos in the classroom."

An additional twist in the whole "permissiveness" situation is that the program seems to raise some kids' expectations of what shcool will be like. One P.A. remarked that kids might sometimes be prepared by H.S. for unhappiness in the public schools. Another replied that public schools prepare kids for a life of apathy, and this kind of dis-junction between Head Start and the schools should be welcomed.

Two things are needed. First, better communications must be established with parents and schools. The Toy Lending Library was found by some

teachers and P.A.'s as a useful tool for doing this. In general, though, according to the questionnaires, parent involvement was minimal. We are in a quandary as to just what to do about this because some of the parents indeed look to school as a relief, a badly needed breather from their children. Better information, in any case, must be at least available.

Second, the Laboratory will have to deal in a clear, lucid, and convincing way with the intolerance some people have for supposed permissiveness. What is called for here is simply good explaining - fewer supportive statistics, and more convincing concrete demonstrations.

3. Make the teacher training more concrete

"Discovery learning" is a difficult thing to teach. One difficult thing for teachers to accept, for example, is a child's refusal to participate in an activity. It was found by both P.A.'s and teachers that the most successful pieces of training were the concrete ones, the demonstrations, practice with feedback, and especially the videotape usage. The least successful pieces of training were the more abstract ones - it was often recommended that in the initial workshops introductory, "orientation" material be dropped, and the P.A.'s proceed directly to practical work, with questions of philosophy being somehow worked in at the same time. Some teachers suggested that a real classroom be set up in the first pre-school workshops. Teachers find themselves always immersed in practical problems; what they say they need is more information on specific things to do: "more intensive work/play with materials would ease a memory burden and facilitate imagnation."

Also, teachers and P.A.'s seemed to need more training on what young children are like; how they learn. Problems we mentioned before also made teachers feel they need training in how to communicate with the adults involved - schools, parents, etc., in a way that will further understanding.

4. Facilitate the flow of Laboratory materials

This is a trivial issue compared to the others, but a short perusal of the questionnaires in the appendix reveals that local people often had a hard time getting necessary materials and publications from the Laboratory - things often came too late and too few. This seems to be a general problem, because nearly every respondent made this point.

A somewhat connected issue is that some P.A.'s in the Operational Test registered the fact that it was hard or impossible to find alternative sources of certain materials with flow from the Lab cut off. When a district is phased off of all Lab support, a study of such availability should be made.

APPENDIX A

CHILD TEST RESULTS

Pre-School Inventory 19

Ravens.....21

Boehm.....23

HEAD START 1970-71 PRE AND POST TEST RESULTS
PRE SCHOOL INVENTORY (PSI) SCORES

Pre: Oct.-Nov.
Post: May -June

NUMBER OF CHILDREN PRE AND POST TESTED: 408

SUBJECT	PRE TEST $\bar{X}$	PRE TEST S.D.	POST TEST $\bar{X}$	POST TEST S.D.	CHANGE*	CORRELATION**	% CHANGE*
I. SELF-CONCEPT	2.2	0.85	2.7	0.50	0.5	0.29	16.7
II. PARTS OF BODY	4.0	1.69	5.1	1.16	1.1	0.62	18.3
III. ACTION WORDS	1.9	0.80	2.5	0.57	0.6	0.35	20.0
IV. COLOR, POSITION SIZE, COLOR	3.4	1.82	4.5	1.43	1.1	0.54	18.3
V. COUNTING	3.8	1.96	5.4	1.69	1.6	0.55	20.0
VI. COMPARING OBJECTS	5.1	1.75	6.4	1.19	1.3	0.48	16.3
VII. ORDINAL NUMBER	1.7	1.39	2.5	1.28	0.8	0.35	20.0
III. ABILITY TO MAKE SIMPLE GEOMETRIC FIGURES	2.4	1.29	3.4	0.88	1.0	0.39	25.0
IX. KNOWLEDGE OF COLOR AND SHAPE	5.5	2.64	7.9	1.52	2.4	0.54	26.7

* Post $\bar{X}$ - Pre $\bar{X}$

** Pre and Post Tests

1970-1971

PSI-BASED ON 51 OF 64 ITEMS

	N	PRE	POST
Albuquerque	36	35.2	41.2
Asheville	12	36.0	44.5
Buffalo	26	40.5	44.8
Contra Costa	40	32.5	42.2
Goldsboro	29	29.8	39.7
Long Beach	24	32.3	46.1
Long Beach	19	25.3	38.7
Los Angeles	15	32.1	44.7
Phoenix	128	26.2	36.3
Sacramento	30	27.6	41.7
Salt Lake	26	29.2	41.7
Seattle	23	30.4	43.5
TOTAL	408		
AVERAGE		30.13	40.47

Pre: October-November
Post: May-June

RAVENS

1970-1971

Sacramento Head Start N=34

	MEAN	S.D.	S.E. OF MEAN	MAXIMUM	MINIMUM	RANGE
A	5.03	1.81	.31	8	0.	9
Ab	1.77	1.26	.21	4	0.	4
B	1.69	1.23	.21	5	0.	5
Total	8.49	3.31	.56	14	1.	13

Sacramento Comparison N=33

A	5.94	1.58	.28	9	2.	7
Ab	2.39	1.56	.27	5	0.	5
B	2.36	1.45	.25	7	0	7
Total	10.70	2.96	.52	17	6	11

Seattle Head Start N=11

A	6.82	1.66	.50	10	4	6
Ab	3.55	1.97	.59	6	1	5
B	2.91	1.70	.51	5	0	5
Total	13.27	3.50	1.05	17	7	10

Seattle Comparison N=13

A	6.77	2.24	.62	10	3	7
Ab	3.00	1.78	.49	8	1	7
B	2.69	1.44	.40	5	0	5
Total	12.46	4.82	1.34	23	6	17

Salt Lake Head Start N=34

A	6.62	1.48	.25	10	4	6
Ab	2.24	1.71	.29	6	0	6
B	2.21	1.39	.24	5	0	5
Total	11.06	2.88	.49	15	5	10

RAVENS CONTINUED (1970-1971)

Los Angeles Head Start N=32

	MEAN	S.D.	S.E. OF MEAN	MAXIMUM	MINIMUM	RANGE
A	5.44	1.81	.32	8	1	7
Ab	2.06	1.21	.22	7	0	7
B	1.81	1.15	..20	4	0	4
Total	9.31	3.05	.54	18	2	16

Head Start: Total N=112

	MEAN	S.D.	S.E. OF MEAN	MAXIMUM	MINIMUM	RANGE
A	5.80	1.83	.17	10	0	10
Ab	2.17	1.54	.15	7	0	7
B	2.00	1.34	.13	5	0	5
Total	9.97	3.43	.32	18	1	17

Comparison: Total N=46

A	6.17	1.81	.27	10	2	8
Ab	2.57	1.63	.24	8	0	8
B	2.46	1.44	.21	7	0	7
Total	11.20	3.62	.53	23	6	17

BOEHM RESULTS

1970-1971

May

District	Mean	Sample Size	S.D.	S.E.	Max.	Min.
Sacramento	26.62	26	6.40	1.25	39	16
Salt Lake	29.22	23	6.64	1.38	41	18
Los Angeles	33.50	14	8.09	2.16	46	15
TOTAL	29.09	63	7.27	.91	46	15

APPENDIX B

RATINGS OF CLASSROOMS

1970-71 Head Start Classroom Observations by Laboratory Staff

N = 14

	Pre	Post
High (12 +)	8 (57%)	9 (64%)
Medium (8-11)	4 (29%)	3 (22%)
Low (- 7)	2 (14%)	2 (14%)

P.A. RATINGS OF CLASSROOMS

1970-71

Degree of Implementation (%)

Low Implementation → 1 2 3 4 5 ← High Implementation

	1 Beg./End	2 Beg./End	3 Beg./End	4 Beg./End	5 Beg./Eng
Room Arrangement	7 / 1	14 / 4	46 / 24	29 / 42	3 / 29
Facilities	9 / 2	18 / 3	38 / 28	26 / 30	9 / 37
Classroom Control Teacher	11 / 1	18 / 7	43 / 24	25 / 38	4 / 29
Assistant	12 / 1	26 / 10	40 / 33	19 / 40	2 / 17
Learning Relationships Teacher	12 / 2	13 / 5	47 / 23	25 / 42	3 / 28
Assistant	13 / 1	20 / 8	49 / 33	18 / 41	1 / 16
Freedom to Come and Go	16 / 1	15 / 6	34 / 25	25 / 26	11 / 42
Planning	12 / 1	22 / 10	39 / 28	20 / 37	7 / 24
Small Group Time	16 / 2	16 / 5	32 / 28	32 / 36	4 / 29
Overall Rating of Classroom	8 / 1	22 / 6	40 / 31	26 / 41	3 / 22
TOTALS	12 / 1	18 / 6	41 / 28	24 / 37	5 / 27

N for Beginning = 1212 N for End = 1455

P.A. RATINGS OF CLASSROOMS

1971-72

Degree of Implementation (%)

	Low Implementation → 1 Beg./End	2 Beg./End	3 Beg./End	4 Beg./End	5 ← High Implementation Beg./End
Room Arrangement	0 / 0	28 / 4	28 / 20	28 / 40	16 / 36
Facilities	0 / 0	16 / 0	44 / 32	36 / 56	4 / 12
Classroom Control Teacher	0 / 0	24 / 8	28 / 16	20 / 36	28 / 40
Assistant	8 / 0	28 / 12	32 / 24	12 / 36	20 / 28
Learning Relationships Teacher	0 / 0	16 / 4	40 / 20	32 / 44	12 / 32
Assistant	8 / 4	32 / 8	24 / 40	24 / 24	12 / 24
Freedom To Come And Go	4 / 0	32 / 8	24 / 28	36 / 60	4 / 4
Planning	8 / 4	40 / 8	16 / 32	20 / 28	16 / 28
Small Group Time	8 / 0	36 / 16	24 / 24	20 / 32	12 / 28
Overall Rating of Classroom	0 / 0	17 / 8	28 / 29	39 / 29	17 / 33
TOTALS	4 / 1	27 / 8	29 / 27	26 / 38	14 / 27

N for Beginning = 243 N for End = 249

APPENDIX C

PROGRAM ADVISOR QUESTIONNAIRES

Use of Time 29

Year End Survey 1971 . . . 31

Year End Survey 1972 . . . 43

PROGRAM ADVISORS' USE OF TIME

ACTIVITY	APPROXIMATE % 1970-71		APPROXIMATE % 1971-72	
I. LOCAL MEETINGS				
Met with Local Administrator	4.1		6.1	
Met with Agency Director or Central Office Staff	2.8		2.5	
Attended Local Conference	2.9	10.8	2.9	11.5
Met with visitors	1.0		-	
II. MATERIALS				
Develop Materials	3.4		3.2	
Order, Collect Materials	1.6	5.0	-	3.2
II. ADMINISTRATION AND OTHER				
Laboratory Administration Tasks	2.8		-	
Own Administration Tasks	4.2	18.2	12.2	
Other	11.2		13.6	25.8
IV. LABORATORY TRAINING				
Attended Lab Training	5.0		6.8	
On-Site Training	1.7	6.7	2.3	9.1
V. PARENT MEETINGS		1.9		2.9
VI. WORKSHOPS				
Plan Workshops	4.5		3.7	
Conduct Workshops	7.0	11.5	7.9	11.6
II. CLASSROOM ACTIVITIES				
Prepare	-		0.9	
Demonstrate	3.4		2.0	
Observe	7.4		6.4	
Make Videotapes, etc.	1.5		1.4	
Participate	8.8	28.7	3.6	20.7
Give Feedback	6.2		6.4	
Confer with Teacher and/or T.A.	1.4		-	
II. HOLIDAYS, VACATION OR ILLNESS		10.6		9.5
IX. TRAVEL		6.7		5.6
TOTAL HOURS CODED	11,577.0 Partial Data from 10 P.A.'s, Sept. '70 - May '71.		1,295.0 Data from 4 PA's; Feb. and April, 1972.	

SOME COMMENTS FROM P.A. USE OF TIME QUESTIONNAIRES

1. "...I feel the best way to ruin rapport between P.A. and T.-T.A. is to walk into the classroom on the first three-hour visit with an observation schedule."

2. Suggestion: Teachers might make videotapes for parents to watch. Teacher and P.A. (and perhaps even teaching assistants) could comment about the tape while parents watch.

3. "I can't carry on weekly workshops as the Lab sees them. The best I can do is meet immediately after I visit a class, stay as long as the staff will stay. It is always a combination of workshop and feedback from the morning. Often the workshops cannot be specifically planned. I must be prepared with major topics for each one but like a responsive classroom my plans may never materialize due to the needs of the needs of the staff that day and due to what went on that morning... It worries me that I could not plan for weekly workshops as you see them but on the other hand, when we studied, talked about, demonstrated immediately after a class -- that might be an advantage in terms of teacher learning."

PROGRAM ADVISOR YEAR END SURVEY

1970-71

NUMBER OF P.A.'S IN PROGRAM: 30

NUMBER OF RESPONSES RECORDED: 19 (63%)

I. INSERVICE WORKSHOPS FOR TEACHERS AND TEACHER ASSISTANTS

Question 1. How frequently do you have inservice workshops for the Responsive Program teachers and assistants?

(1)	About once a week.	13
(2)	About once every two weeks.	2
(3)	About once every three weeks.	0
(4)	About once a month.	4

Question 2. Do you consider the number of workshops adequate?

(1)	Yes.	12
(2)	No, there should be fewer workshops.	1
(3)	No, there should be more workshops.	5

Question 3. How long do you meet for each workshop?

(1)	Less than one hour.	1
(2)	One to two hours.	8
(3)	Two to three hours.	7
(4)	More than three hours.	3

Question 4. In general, how satisfied are you with the inservice training you offered during the year? Please explain.

(1)	Very satisfied.	3
(2)	Somewhat satisfied.	13
(3)	Somewhat dissatisfied.	2
(4)	Very dissatisfied.	1

Comments:

1. "More is accomplished when in the classroom-dealing with actual centers and materials - meeting at a college for a whole day is too long and not personal enough."

2. "The insecurity of T/AT's [sic], especially the first three months, made too many inservice classes into 'reassurance sessions'."

3. Hard to distinguish workshops from feedback,consultation, etc. "Whether they should be called workshops is questionable."

4. Would have like fewer workshops, with more time spent on site with individual teaching teams, plus heavy emphasis on use of VTR. However, did not have use of VTR and teachers vote to continue weekly workshops.

5. "Inadequate staff. . ..coverage has been totally inadequate." Had long-distance sites plus other administrative duties, etc.

6. Sometimes felt did not have enough resource material dealing with responsive language, extension of activities, etc., to meet some teacher demands.

7. Could improve workshops by using other resource people; social worker, etc.

8. T.A.'s need more than once-a-month inservice.

9. More inservice workshops with T.A.'s. If head teachers would train T.A. more, it would be less training for P.A. to do.

Question 5. Do you feel the inservice workshops you offered were responsive to the needs of your teachers and teacher assistants?

Yes = 17 No = 0 Both = 2 (One response:yes for teachers, no for T.A.'s)

If no, please explain and indicate how the workshops can be more helpful to the teachers and teacher assistants.

Comments:

Assistants need more inservice.

New staff needs more basic understanding of Responsive Model.

Bring in resource persons from minority groups.

Required attendance plus college credit plus adequate staff. (Apparently had some attendance problem).

Used questionnaire at beginning of year and planned each session with teachers in mind.

Many would prefer workshops in classrooms, sharing ideas and learning from other centers.

Have T. and T.A. help with ideas, implementing workshops, etc.

Individualize workshops (individualized instruction) to meet T's and T.A.'s needs better.

More role playing and "actual experiencing activities".

Set up a calendar for different learning episodes; T./T.A.'s made index-card file for each learning episode.

Subquestion (1) What do you think was your most effective workshop? Why do you think it was most effective?

COMMENTS

Workshop, Activity, Etc.	Why Effective
On Supplementary Material (science, music, art).	--
Matching, etc., in old workbooks, with subsequent show-and-tell.	--
Singing to Learn/Play in Education (involved T's and T.A.'s actively).	--
Making games.	"self-pacing for teachers is as necessary as for children—they know their needs and weak or strong areas."
All-day session on Life Styles.	Used Fran's material. P.A. enthused.
Last session on Bilingual Ed.	Everyone involved.
Adult relationships "buzz" session	"It stimulated verbalization of current concerns."
Competing Frames of Reference; and Learning through the Senses.	
Critiquing video-tapes was most effective tool, P.A. thinks	"Teachers saw for themselves how to improve their skills. No one had to tell them."
Learning Episode Demonstrations	Teachers can take it directly back to classrooms.

*Tried to explain levels of learning, by role-playing the steps.

*From concrete to abstract; problem-solving; block building workshop.

*Apparently rotated classrooms (workshops?) from center to center, etc.

Workshops dealing with toy or game demonstrations.	Perhaps because staff learned more through actually using materials. Also, role-playing "for positive re-direction" useful.
Hard to say. End of year workshops on Discipline and Control, and Creating Original Learning Episodes, "saw involvement" from most of group.	Workshops were effective "when they met the current needs and interests of the group members."
Role-playing and working in small groups with original learning episodes. Also, workshop on demeaning behavior.	
Classroom control; T/TA indicate more demonstrations helpful.	"Maybe because of so many children with problems..."
Also, classes on conducting parent educational meetings.	
Values	P.A. used ideas from Fran Lewis, got to prejudices, people opened up, etc.
Barry Barnes on games	
Science	Teachers participate actively, many ideas put into effect in classroom
How children learn, from concrete to abstract.	Many assistants, some T's, don't know basics of child development.
Planning; and How Children Learn, from concrete to abstract; also, Life Styles of the Children.	"...teachers really didn't know how to plan."

Subquestion (2) What do you think was your least effective workshop? Why do you think it was least effective?

COMMENTS

Workshops, Topics, Etc.	Why Least Effective
Child Observation	Few teachers really use this to help their teaching
Very beginning, introductory workshop	Non-communication, etc.
Evaluations	More effective if more involvement--role-playing, etc.
Early workshop on learning episodes.	Too early for this.
Planning according to child's personality and background	
Reviewing new A-V type materials	Materials poor.
Demeaning Experiences	
In Day Care Centers	Administrative support to teachers inadequate; teacher morale low; time too short.
Assumptions (by Teachers)	Teachers felt threatened, etc.
Consultant on speech problems.	"Too vague-Didn't meet needs and concerns".
Orientation sessions	No one remembered content
Lectures	Not enough involvement
Efforts to get T/TA's to make toys and own learning episodes	Most didn't want to work that hard.
Systematic child observation.	"... I don't think I really broke through resistance the majority of teachers had concerning this topic."
_____	"The least effective workshops usually stemmed from uncertainty and insecurity of the program. One teacher said, 'How can I be interested in the class when I may not

have a job next week [?]. Also parent control of the program elicits anxiety."

II. TIME SPENT IN CLASS

Question 6. Outside of inservice workshops and classroom observations, check the approximate number of hours EACH MONTH you spent in each classroom.

	Average time spent each month in each classroom	
(1)	0 to 3 hours per month	1
(2)	4 to 5 hours per month	4
(3)	6 to 10 hours per month	9
(4)	11 to 15 hours per month	4
(5)	16 to 20 hours per month	0
(6)	21 or more hours per month	0

1. Some P.A.'s remark that this time was unevenly distributed between different classes with different needs, etc.

2. Other duties or commitments, insufficient staff, and so forth, apparently limit this time in a few cases.

Question 7. What did you do when you visited your classrooms? List the most frequent activities first, then check to indicate how useful you felt they were to the teachers.

			Very Useful	Somewhat Useful	Not Useful
(1)	1.8	Demonstration of materials, etc.			
(2)	1.8	Participation in classroom activities, etc.	The top three categories were rated:		
(3)	3.1	Observation			
(4)	3.3	Feedback activities, etc.	41	13	0
(5)	3.8	Videotaping activities, etc.			
(6)	4.3	Give help in teaching, etc.			
(7)	4.7	Help with room arrangements, etc.			
(8)	5.2	Meet parents, etc.			
(9)	Other 2.9				

Question 8. What things do you feel you should do more of when you visit the classroom? List the most important things first:

ACTIVITY	NO. TIMES MENTIONED	AVERAGE RANK
Demonstrate; Tell That it is a demonstration	13	1.3
Improve Feedback; More immediate feedback	6	2.3
More videotape, etc.	8	2.4
More observation, More Detail, etc.	5	2.4
(The following were mentioned 3 or fewer times:)		
Discipline help		
Work with children more		
More work with parents		
More work with volunteers		
Child interaction observation		
Help with spontaneous Learning situations		
More individual help to Teacher, T.A.		
Recall names better		
Better communication with project directors		
Inservice T.A.		
Less visiting with Personnel		
Better planning		
More on learning episodes		
Morevideotape and feedback, etc.		
Revise materials, curricula, etc.		
Emphasize responsive model, philosophy, etc.		

III. ADMINISTRATIVE SUPPORT OR DIFFICULTIES

Question 9. How would you rate the administrative difficulties, if any you encountered in your community over the past year? Please check one:

4 High Problems - There were many administrative difficulties that negatively affected the implementation of the program

5 Low Problems - There were some administrative problems and they did have a negative effect on the implementation of the program.

2 No administrative Problems (no support) - There were no administrative problems that affected the implementation of the program, but also no active support.

8 No Administrative Problems (high support) - On the contrary, the administration's effort had a positive effect on the implementation of the program.

Question 10. If you indicated there were administrative problems, explain, or give examples, of the nature of the administrative difficulties that negatively affected the implementation of the program.

Some Examples:

1. Couldn't order essential supplies, etc., until 2nd semester.
2. Inadequate staff. (Apparently planned staff did not materialize.)
3. "Much verbal support, little active support".
4. A lag in communication speed. P.A. should be housed near the rest of administrative staff.
5. "Problems in supplies and equipment (money). High support from Director in the implementation of the model."
6. Some centers experience long delay in obtaining new materials. At least one center (teachers) feels staff (rather than Director) should do more of actual buying.
7. Some administration (perhaps just Head Start Central Staff?) should have more knowledge of program.
8. Director hired after commitment to Laboratory, no interest or knowledge of Responsive Model, gave no support, actually hindered program, so forth.
9. "We were not always working together, in fact in many instance [sic] administrators never read the material I gave them or were willing to listen."
10. Some criticism (by administration?) "of teachers who did not deserve it - they were doing a fine job considering the shortage of supplies, food, pay, long hours the teachers had to contend with."

IV. LABORATORY SEMINARS AND MATERIALS

Question 11. How do you feel about the usefulness of the materials provided you by the Laboratory? Please explain by describing those that were useful and how others can be made more useful. (Some laboratory materials include Notebooks, Training Units, Outline Guides, Films, Toys, Teacher Assistant Handbook for Use of specific Toys, etc.)

Materials	Approximate No. of Times Mentioned	Some Significant Comments
Notebooks	13	Would like more on adult relationships, eg. supervisory techniques; second year teachers need something more complex, not repetitions of earlier material.

(11. Continued)

Question 11. Materials	Approximate No. of Times Mentioned	Some Significant Comments
Training	10	Too much reduncancy, too much scheduled review time; should be done at beginning of year (also applicable to T.A. handbook?); used somewhat altered.
Outline Guides	6	Hard to read and stick to; not always followed.
Films	7	Did not arrive for at least one P.A.
Toys, Games	15	Suggest include information on commercial toys useful with model, with patterns for construction.
Papers	9	At least two P.A.'s didn't have these.
T.A. Handbook	3	One of these two reported: "....made our own...."

Other materials were mentioned. Among these, at least one P.A. did not have film-strips on toys. One noted that research and evaluation reports from Lab were some proof to Board of Education that program is successful.

In general, the comments indicated that the P.A.'s were satisfied with the materials.

Question 12. In this section, please list by name each Laboratory staff person who visited your program. Indicate what that person did and how useful the visit was.

Sixteen people from the Lab, listed below, were mentioned. Activities included General talks, observation and feedback at workshops, and so forth. The largest number of responses was "Somewhat [Useful]."

E. Brown, R. Baker, B. Tuck, B. Barnes, J. Johnson, N. DeAnda, Dr. Nimnicht, F. Lewis, A. Aviña, S. Johnson, D. Bateman, B. Addison, J. Martinez, D. Lockwood, D. Dimmick, and N. Rayder.

Question 13. We want to find out if the topics presented at Laboratory seminars were useful to you. Please indicate which were very useful and which were not useful.

GENERAL TOPIC	APPROXIMATE NO. OF TIMES MENTIONED	APPROXIMATE RANKING*
Ethnic materials; values, lifestyles, etc.	10	1.8
Black culture, etc.	5	1.6
Mex/American culture, etc.	4	0.5
Games, etc.	5	1.8
V.T.R. use. etc.	5	0.9
Observation of Children, etc.	6	1.0
Research, evaluation, etc.	8	1.3
Individualizing Instruction, etc.	5	1.8
Levels of Learning	5	1.8
Adult relationships (?)	3	1.7
Problem Solving	9	1.8
Miscellaneous	13	0.9
Total Recorded	78	Av.Rank 1.4

*Ranking Scale: 2 = Very Useful
1 = Useful
0 = Not Useful

Note: These topics were deciphered from the P.A. Questionnaires, and do not necessarily correspond to topics planned by the Laboratory. There is probably some inaccuracy in the grouping of topics, and so forth.

Question 14. What other topics need to be offered in the Laboratory seminars? Many suggestions were given, including suggestions relating to:

1. Administrators attending seminars more often.
2. Working with teachers; human problems involved; etc.
3. Working with parents, Toy Library, etc.
4. "Leading group discussions techniques".
5. Curriculum development, science in pre-school, new materials, etc.
6. Second year training, follow-up.
7. Other model programs.
8. Discipline
9. Bi-lingual; Mexican/American culture, etc.
10. Physical fitness, large muscle activities.
11. Child development, Child psychology, etc.
12. Sharing of ideas among P.A.'s.
13. Language development.
14. Observation techniques for P.A. and teacher, etc.
15. Games; Problem-Solving Activities, etc.
16. Videotape techniques.
17. Self-image.

18. Discovery learning.
19. "Demonstrating competencies..." via role play and VTR, in training both P.A. and teacher.
20. More on "adapting learning episode techniques to spontaneous learning opportunities -"
21. "More emphasis on amount of work required by T. [teacher] and T.A. to implement your excellent model."

Question 15. What other training or assistance do you think Program Advisor need (besides Laboratory seminars)?

1. "The Lab cannot be responsible for all training for P.A. P.A also needs to have background in child development and needs to know how to work with adults".

2. Head Start parents, without experience, have unlimited authority to make all decisions. How can P.A.'s help teachers to deal with these parents?

   For example, when parents heard that classes used the Responsive Model, they wanted resumés of other models so they could choose a model. One workshop per month was spent dealing with how to explain the Responsive Model to parents, etc.
   "Also - in sites with more than one class - parents want each class to do the same thing every day. The resulting strain from pitting teacher against teacher causes much time to be spent in reconciling staff differences."

3. "All the help we can get in interpersonal relationships - help in how to give negative feedback in a positive way -"

4. "I would like to see the Lab see that communities live up to contracts or void them."

5. There were also comments on:

   (1) learning about other model programs.
   (2) More visits by Lab staff.
   (3) having a model classroom.

Question 16. Other comments you care to make:

1. "My three years with the Lab have been exciting and at times very painful. I feel I have grown.
   I believe in the responsive environment and I imagine wherever I go this has become an intregal part of my teaching. Thank you."

2. "Program Advisors need more power to ask that teachers who will not give model fair chance to work to be asked out or not to work with that class. Some teachers perform for observations sake only."

3. "I feel that the way I teach is a very expensive method - almost 1 to 1. But, it is very effective. I also think about the money it took to train me. That training should not be allowed to go unused after 2 years. How many PA's have been trained by the Lab

so far? How many are still training teachers and teacher assistants?"

4. "I personally could have done a much more adequate job with a VTR. It is useful the first year - imperative the second year!"

5. There were also comments on (or showing):

   (1) more visits by Lab personnel. (One P.A. noted: "Program Advisor is not considered a representative of Lab trained person.")

   (2) learning about other model programs.

   (3) non-ideal communications with Lab.

HEAD START OPERATIONAL SITES
1971 - 1972
PROGRAM ADVISORS YEAR END SURVEY

P.A.'S IN PROGRAM: 7

RETURNS: 4

I. BACKGROUND INFORMATION

Question (3) How many preschool classes or centers are you responsible for?

1.0 Responsive Program daycare centers.

7.8 Responsive Program Head Start classes.

0.0 non-Responsive Program daycare centers.

3.5 non-Responsive Program Head Start classes.

Question (4) How many preschool teachers and teacher assistants are under your supervision?

7.5 Responsive Program preschool teachers.

8.3 Responsive Program preschool teacher assistants.

0.0 non-Responsive Program preschool teachers.

0.0 non-Responsive Program preschool teacher assistants.

Question (5) 46.3% What percent of your total working time over the past year is spent in duties that relate to being the Program Advisor for the Responsive Program?

II. PHYSICAL FACILITIES AND MATERIALS

Question (6) 8.0 How many of your Head Start classes and/or daycare centers have adequate facilities and materials to implement the Responsive Program?

Question (7) 8.8 How many of your Head Start classes and/or daycare centers have the Responsive Program Training Manual?

Question (8) 8.8 How many of your head Start classes and/or daycare centers have the eight basic toys of the Responsive Program?

Question (9) When did you receive the Responsive Program Training Manual?

Three received it in 8/71.

One received it in 2/72.

Question (10) When did you receive the eight basic toys?

Two received them in 12/71.

Two received them in early '72.

Question (11) What other comments do you wish to make regarding how the physical facilities and materials in your Head Start classes and/or daycare centers have hindered or enhanced the implementation of the Responsive Program?

Comments:

1. "Some classrooms are too small, lighting isn't as desirable in some centers and the location of some centers limits the class in terms of an outdoor play area."
2. In some centers, limits had to be set for children because of facilities.
3. "Quality and Background of some staff was not up to needs..." in some cases.

III. STAFF ATTITUDES

Question (12) If your Responsive Program preschool teachers have a choice, how many of them, do you think:

6 will continue to use the Program to the same extent as they do now.

2 will alter their teaching somewhat, but continue to use the Program.

0 will retain some aspects of the Program but change most of them.

0.3 will disregard the Program.

Question (13) If your Responsive Program preschool teacher assistants have a choice, how many of them, do you think:

8.3 will continue to use the Program to the same extent as they do now;

1.0 will alter their teaching somewhat, but continue to use the Program;

0.5 will retain some aspects of the Program but change most of them;

0.3 will disregard the Program.

Question (14) What other comments do you wish to make regarding how the teaching staff's attitudes have enhanced or hindered the implementation of the Responsive Program?

Comments:

1. "Teachers have a problem of structuring -- we have fluctuated from chaos to passive aggression in implementing Responsive Program. Two out of 5 teachers and their aids really have internalized it. 1 set talk about Responsiveness and do the opposite."
2. "Some of the teachers have internalized many of the concepts; others are not interested in any new ideas."

IV. ADMINISTRATIVE SUPPORT

Question (15) How would you rate the administrative difficulties you encountered in your community over the past year?

1 HIGH - There are many administrative difficulties that negatively affected the implementation of the Responsive Program.

2 LOW - There were some administrative problems and they somewhat negatively affected the implementation of the Program.

0 NONE - There were no administrative problems that affected the implementation of the Program.

0 CONTRARY - On the contrary, the administration's effort helped the implementation of the Program.

Note: One response (possibly meaning "CONTRARY") was unclear, and is not included.

Question (16) How did the administration's attitudes towards the Responsive Program positively or negatively affect implementation of the Program?

Comments:

1. "The administration, on the surface, was all for the Far West Program. However, they refused to give the teachers any paid planning time in which they could implement the training they received."
2. "Most of the administration, I fear, aren't too aware of the Program even though reports (written) are made constantly."
3. "Attitude was supportive but confused organizational structure made for many problems."
4. "Time for workshops were given unstintedly and financial help where possible were given."

V. PARENT INVOLVEMENT AND SUPPORT

Question(17) How do you involve your parents in the Responsive Program?

1. "By involving them in the actual training workshops and by using them in the classrooms."
2. By "Toy Loan" using the same equipment, and at open house.
3. "They volunteer in the classroom and participate in learning activities, however, none have attended any workshops."
4. "Have held six workshops for parents and volunteers -- teachers say they will do it themselves next year."

Question (18) What percent of your parents of the children in the Responsive Program classrooms support the Program; for example, volunteer in class, attend parent meetings, etc.?

About 53%

VI. TRAINING TEACHERS AND TEACHER ASSISTANTS IN THE RESPONSIVE PROGRAM

Question (19) How do you provide your teachers and teacher assistants training in the Responsive Program? Check all that apply.

NO. OF TIMES CHECKED	
4	Conduct inservice workshops, how often? Two: weekly. Two: Twice a month.
3	Demonstrate teaching methods in classrooms.
4	Demonstrate use of new materials/games.
4	Work with children in classroom.
4	Observe teachers and teacher assistants at work in the classroom.
4	Provide feedback based on observation.
3	Other

Question (20) What topics from the Responsive Program Training manual have you covered over the past year?

Two P.A.'s: All.

One P.A.: I, a, b, c; III a, b, c, d, f; IV, b.

One P.A.: Room arrangement, class planning, 8 basic toys, responsive language, culturally relevent foods, language materials, parent involvement.

Question (21) What aspect(s) of the Responsive Program did you see as most appropriate for your community?

1. All
2. Parent involvement.
3. Culturally different and responsive classrooms, self-concepts.
4. Planning Classroom Activities, Individualizing Instruction in a Responsive Program, Toward Self-Control in a Responsive Classroom, Responding to Black Children.

VII. LABORATORY TRAINING AND OVERALL EVALUATION

Question (22) How satisfied are you with the inservice training you received from the Laboratory staff over the past year?

1. "Spotty - many sessions lacked focus possibly because while the stated goals may have existed the content was not always there. The good ones were clear, focused and had specific content - e.g., those from the Follow Through."
2. "The first two workshop in Berkeley were useful. The workshop in Stamford was a waste of time in terms of things to bring back to the teachers."
3. "I always felt the need for more direct training with the use of 'notebook'."

Question (23) What did you see as the initial objective(s) for your community to participate in the Responsive Program?

Comments:

1. Apparently, there was some lack of clarity about this in community. P.A. personally sees:

"...the multi cultural emphasis integrating self concept with family background, cognitive development, problem solving, and creative learning by doing is the most viable model for Head Start.

The emphasis on parent involvement as a core of program development is also extremely important."

Question (24) To what extent has the objective(s) been achieved?

1. "I feel we have made a good start."
2. "More in depth work has been accomplished. The materials methods, etc., are indeed much more relevant to the predominantly Black children we service and their families."
3. "I feel we are on the road to achieving all [of community's] objectives as the Responsive Model is suitable to our bilingual program. It gave us direction and the tools to train staff."

Question (25) What were the unexpected effects (positive or negative) of participating in the Responsive Program for you and the preschool teaching staff of your community?

1. "The administration began to realize that if they wanted their teachers to be responsive to the children they would have to start being responsive to them."
2. "We were able to reach into the home. Our parents are much interested in children's growth and change in attitudes. The assistant teachers are more self confident and 50% are seeking means and ways of going back to school themselves."
3. "'Unexpected' effect was leadership developing amongst this small group of teachers. Their being able to takle [sic] administrative problems: making their feelings & requests known."

Question (26) What long range benefits do you see for your community as a result of participating in the Responsive Program?

1. "A better attitude toward Head Start from those persons who believe the program is unsuccessful."
2. "I see other agencies looking in. I think the school system is interested. I'm hoping for a closer relationship now that they are confident we are having positive results."
3. "It is hard to isolate out what was the Responsive Program and what was the on-going Gestalt. E.g. parent involvement is more greatly emphasized this year partly because of some teachers being supported for these views by the Responsive Program, partly because it is a deliberate Head Start policy."
4. "A much improved program for all involved."

APPENDIX D

TEACHER AND TEACHER ASSISTANT QUESTIONNAIRES

Operational Test Sites

Teachers 52
TA's 62

Continuing Sites

Teachers 70
TA's 79

HEAD START TEACHER QUESTIONNAIRE
1971-1972 (OPERATIONAL SITES)

TEACHERS IN PROGRAM: 67

RESPONSES: 44 (66%)

I. BACKGROUND INFORMATION

Question (5) Please check one:

1. 38 Head Start Teacher
2. 15 Day Care Teacher

Some are both.

Question (6) Please indicate your ethnic group:

1. 15 Black
2. 23 White
3. 1 Mexican American
4. 0 American Indian
5. 1 Oriental
6. 1 Puerto Rican
7. 2 Other

Question (7) How long have you been working in the Responsive Program?

Average 0.9 Years (Responses varied from 0 to 4 years)

Question (8) How many years of full time teaching experience have you had?

Average 3.8 years (Responses varied from 0 to 12 years)

Question (9) Who made the decision for adopting the Responsive Program in your classroom? Check all that apply.

6 I don't know

4 Parent Advisory Group

1 Your Choice

32 Agency Director/ Administrator's Choice

4 Other

II. CLASSROOM ORGANIZATION, FACILITIES, MATERIALS

Question (10) How do you feel about the materials and working conditions in your classroom?

	1. Very Satisfied	2. Satisfied	3. Dissatisfied	4. Very Dissatisfied
Materials	12	30	2	0
Classroom Space	13	14	12	3
Class Schedule	9	25	9	0
Planning Time	4	19	15	4

Question (11) Do you organize your classroom into learning centers (activity areas)?

Yes - 42
No - 0

Question (12) a. Please check the appropriate boxes to indicate whether or not you have used the Head Start Training Manual and find it helpful.

Section III of the Training Manual (Procedures for Implementing the Program)	1. Not available for me to review	2. Available to me but have not reviewed	3. Use it frequently and understand the concepts	4. Not helpful to me because the content is unclear
Classroom Organization	1	4	30	
Planning Classroom Activities	1	5	31	
Individualizing Instruction in a Responsive Program	1	2	32	
Responding to Black Children	2	9	20	
Training Teachers to Observe and Record the Behavior of Young Children	1	5	28	2
Toward Self-Control a Responsive Classroom	2	5	25	1

Question (12) b. Does the Head Start Training Manual produced by the Far West Laboratory help you to use the concepts of the Responsive Program?

Yes - 36
No - 2

Comment:

Some parts of manual unclear, perhaps because of lack of time to develop some concepts such as detailed structuring of environment.

Question (13) Please check the appropriate boxes to indicate whether or not you have used the toys of the Reponsive Program and find them helpful.

Toys along with learning episodes	1. Not available for me to use	2. Helped me to teach specific concepts	3. Uninteresting and not useful
Color Lotto		40	1
Stacking Square		38	
Table Blocks		32	2
Flannel Board	2	31	3
Feely Bag		35	6
Sound Cans		39	2
Numberite	2	34	
Color Blocks	2	33	1

Question (14) Do you develop new learning episodes?

1. 28 The teacher assistant and I develops new learning episodes together.
2. 13 I develop new learning episodes on my own.
3. 8 Do not have time to develop new learning episodes.

Question (15) How do you plan for learning objectives?

1. 38 The teacher assistant and I spent time together and plan learning objectives.
2. 12 I spend time alone planning learning objectives.
3. 2 I do not have time to plan for learning objectives.

III. PARENT PARTICIPATION

Question (16) Do you explain the Responsive Program to the parents of your pupils?

Yes - 32
No - 5

Question (17) On the average, how many volunteer parents work with your children in your classroom on one school day?

High	Low	Average
3	0	0.9

Question (18) On the average, how often do you have volunteer parents work in your classroom?

1. 14 One day per week
2. 8 Two days per week
3. 5 Three days per week
4. 3 Four days per week
5. 2 Each school day

Question (19) Do volunteer parents attend staff meetings?

Yes - 11
No - 26

Question (20) Do volunteer parents attend inservice workshops?

Yes - 21
No - 18

Question (21) What do volunteer parents do in the classroom? Check all that apply.

25 Supervise children

31 Use the skills they have such as singing, cooking, etc., to interact with children.

25 Serve meals and clean up after meals

15 Assume teaching responsibilities

7 Participate in planning the learning objectives for the class

2 Perform clerical work, such as score papers, keep records, etc.

7 Other

Question (22) Do you have any problems in working with parents who volunteer in your class? If yes, please explain:

Yes - 8
No - 28

Comments:

1. "There are sometimes differences in feelings about discipline and often volunteer parents are not knowledgeable about how to deal with children whose needs they do not understand."

2. Parents "not enough preservice orientation in basic principles in early childhood education."

3. Hard to keep parents consistent re discipline.

4. "They like strong discipline, and have to be encouraged to temperance."

5. "They want to whip the children and they want the children to be quiet."

6. "Lack of patience."

7. Non-communication with parents.

IV. TRAINING (WORKSHOPS)

Question (23) Was there a workshop about the Responsive Program before the school year started?

Yes - 27
No - 14

Question (24) How frequently were inservice workshops for the Responsive Program held during the school year:

1. 8 Once a month
2. 3 Once every 3 weeks
3. 14 Once every 2 weeks
4. 18 Once a week

Note: Some checked more than one, because this changed during the course of the year.

Question (25) Is the number of workshops adequate?

1. 34 Yes
2. 0 No, there should be fewer workshops
3. 7 No, there should be more workshops

Comments:

1. We did not have time to cover materials. Using afternoon after six hours in classroom, one is not receptive to learning activities ____."
2. Need more parents at workshops.

Question (26) Did you attend all the workshops?

Yes - 25
No - 16

Question (27) Do you find the inservice workshops meet your needs as a teacher?

Yes - 30
No - 6

If no, please explain how the workshops can be made more helpful to you:

Comments:

1. "For my own needs, I often found workshops simplistic, repetitive and boring - covering material I've already learned and hopefully, was already doing, I do understand, however the necessity of the repetition (?) and simplicity for the untrained staff." [about 3 years of experience as a teacher]
2. "I would have liked the training to have indepth started before the children arrived."

3. "More intensive work-play with materials would ease a memory burden and facilitate imagination."

4. "Much of the content of the course amounted to oral reading of the handbook. The most rewarding parts were demonstrations of the use of materials."

5. Wants to work 1-1 with P.A. "Large groups tend to disintegrate."

6. More specific help with some learning episodes.

7. More on continuing learning episodes, reviewing them, etc.

8. Too much presentation, not enough discussion - perhaps small teacher groups for discussion.

9. Relate more to non-white kids.

Question (28) What areas of the Responsive Program were covered by the workshops?

Comment:

Recommends that more time be given in parent participation and continuing workshops after orientation and training period.

Question (29) In general, how satisfied are you with the inservice training about the Responsive Program you received during the past year?

1. 14 Very satisfied

2. 22 Somewhat satisfied

3. 5 Somewhat dissatisfied

4. 0 Very dissatisfied

Question (30) How much time does your supervisor who works with you to implement the Responsive Program spend in your classroom Each Month?

1. 2 Zero hours per month

2. 23 1 to 5 hours per month

3. 6 6 to 10 hours per month

4. 1 11 to 15 hours per month

5. 6 over 15 hours per month

Question (31) What does your supervisor do in your classroom to help you implement the Responsive Program?

35 Observe the class and give feedback

30 Bring materials

18 Demonstrate use of new materials

18 Demonstrate new teaching methods

28 Work with children

4 Other

Question (32) a. If your community continues its contract for training in the Responsive Program next year, and you have a choice to participate, will you choose to participate?

Yes - 39
No - 3

Question (32) b. If your community discontinues training in the Responsive Program next year, will you continue to use some of the concepts of the Responsive Program in your classroom?

Yes - 39
No - 0

Question (33) Are you in a career development program?

Yes - 28
No - 9

V. STAFF RELATIONS

Question (34) How well do you and your teacher assistant work together in the classroom?

1. 32 Well: we work as a team; we are both teachers: we plan and divide our responsibilities. We have the same feeling on how to help children learn.

2. 9 We have minor disagreements on our responsibilities but we have the same feelings on how to help children learn.

3. 1 Not well : there is a definite misunderstanding on our responsibilities and on how to help children learn.

If there are disagreements or working problems with your teaching assistant, please explain:

Comments:

1. "Teacher-aide set up in Head Start has the teacher being the trainer for the aide. 2 problems intrinsically in this are 1) power mongering (?) by teacher; 2) not enough responsibility for program assumed by aide. Touchy."

2. "With our Spanish speaking aides (which we could not be without) we must be very careful to completely explain and go over together plans: It is harder for them to be adaptable to quick changes of plans -- i.e. to be really responsive."

3. Too many physical duties (e.g. bus driving) de-energize.

Question (35) Do you have difficulties in working with your supervisor who is responsible for training in the Responsive Program?

Yes - 3
No - 40
If yes, please explain:

1. P.A. difficult; e.g. criticism or correction while observing; re-arranging room or activities without consulting teacher.

2. P.A. is a "very demanding and dedicated woman whom I admire and respect but who often disrupts the classroom by her presence. Her tendency to get involved makes it nearly impossible to observe."

3. P.A. hasn't enough time to spend in classroom.

Question (36) Please use this space for any other comments you wish to make about the training you received in the Responsive Program during the past school year.

1. "I found as a trained somewhat experienced teacher and social worker that the workshops and the way materials and workbooks were presented to be very basic and simplistic. I know that the teaching assistants acquired much, but I was very frustrated by going over and over materials and concepts that were basic. I learned from the program, yes, but could have learned as much in 1/3 the time. for example in discussing specific language, we played a game picking out all the actions taking place in pictures cut from magazines. It was a good lesson for the group as a whole, however I was very frustrated and bored at spending one hour picking out verbs from pictures.

"I really feel very strongly that the program be more discriminating for teachers and teaching assistants. It is unfair to subject a trained person to this kind of learning situation - I truly resented having to sit through some of these sessions."

2. The Responsive Program and its training program are well organized and integrated in their approach to the complex problems of teaching. As a first year teacher, I found it extremely helpful to have such a well organized program to assist me in planning and such a supply of carefully designed materials at my disposal. Since I have not been involved in any other program, I have no basis for comparison, but I know how this program has made my job easier by giving me many definite ideas and inspiring a creative innovative spirit in our staff. I feel I will be an excellent teacher when I thouroughly internalize the theories and practices of this program.

   To you people who have worked out this program, I offer congratulations, personal thanks and best wishes for your continued fine work.

3. Written materials easy to read and understand, but wants "closer supervision in order to evaluate myself objectively."

4. "Enjoyable, interesting, stimulating and easily applicable to classroom. The 'teacher' [P.A.?] was responsive to the needs of the teachers and performed artfully and skillfully in providing techniques, methods and motivation.

5. Likes uniform program which allows freedom to each teacher. Also, assistants used learning episodes with children (which was a good responsibility for them) giving teachers more time to observe. Teachers could work with learning episodes too.

6. Would have liked more materials from Head Start and Responsive Program at beginning of year

7. Not enough time for study or implementation of program. Also points out need for close teacher supervision of individual children with toys.

8. Equipment (toys?) flimsy. Not serviceable or sturdy enough for the program.

9. Wants more interaction with program director.

10. How do you reach kids who don't come to learning centers?

11. Start training before school year.

12. "We received the materials in November but started in September. It was a very difficult frustrating and totally non-responsive time!!!!!"

HEAD START TEACHER ASSISTANT QUESTIONNAIRE

1971-1972 (OPERATIONAL SITES)

TEACHER ASSISTANTS IN PROGRAM: 91

RESPONSES: 54 (59%)

I. BACKGROUND INFORMATION

Question (5) Please check one:

1. 35 Head Start teacher assistant.
2. 26 Day Care teacher assistant.

Some checked both.

Question (6) Please indicate your ethnic group:

1.	21	Black	4.	0	American Indian
2.	16	White	5.	0	Oriental
3.	2	Mexican American	6.	5	Puerto Rican
			7.	10	Other

Question (7) How long have you been working in the Responsive Program?

Average: 1.1 years

Range: 0 - 5 years

Question (8) How many years of full time teaching experience have you had?

Average: 2.1 years

Range: 0-7 years

Question (9) Who made the decision for adopting the Responsive Program in your classroom? Check all that apply.

8	I don't know
4	Parent Advisory Group
1	Your Choice
42	Agency Director/Administrator's choice
2	Other

II. CLASSROOM ORGANIZATION, FACILITIES, MATERIALS

Question (10) How do you feel about the materials and working conditions in your classroom?

	1 Very Satisfied	2 Satisfied	3 Dissatisfied	4 Very Dissatisfied
Materials	17	33	3	0
Classroom Space	16	22	12	0
Class Schedule	14	1	29	1
Planning Time	9	27	8	6

Question (11) Do you organize your classroom into learning centers (activity areas)?

Yes = 47 No = 1

Question (12) a. Please check the appropriate boxes to indicate whether or not you have used the Head Start Training Manual and find it helpful.

Section III of the Training Manual (Procedures for Implementing the Program)	1 Not available for me to review	2 Available to me but have not reviewed.	3 Used the materials regularly & understand the concepts	4 Not helpful to me because the content is unclear.
Classroom Organization	1	15	33	
Planning Classroom Activities	1	12	35	
Individualizing Instruction in a Responsive Program		14	28	1
Responding to Black Children	3	14	19	2
Training Teachers to Observe and Record the Behavior of Young Children	2	13	28	
Toward Self-Control in a Responsive Classroom		13	28	1

Question (12) b. Does the Head Start Training Manual produced by the Far West Laboratory help you to use the concepts of the Responsive Program?

Yes - 31

No - 9

Comment: T.A. should have own copy of head start training manual so she can read it at her leisure.

Question (13) Do you use the toys of the Responsive Program along with their learning episodes in your classroom? Please check the approximate boxes to indicate whether or not you have used the toys and find them helpful.

Toys along with learning episodes	Not available for me to use	Help me to teach specific concepts	Uninteresting and not useful
Color Lotto	3	49	1
Stacking Square	1	50	
Table Blocks	2	45	2
Flannel Board	2	45	1
Feely Bag	3	47	3
Sound Cans	1	49	3
Numberite	8	38	
Color Blocks	4	46	

Question (14) Do you develop new learning episodes? Check one of the following.

1. 41 The teacher and I develop new learning episodes together.
2. 18 I develop new learning episodes on my own.
3. 4 I do not have time to develop new learning episodes.

Question (15) How do you plan for what to teach and do in the classroom?

1. 52 The teacher and I spend time together and plan for what to teach and do in the classroom.
2. 4 I plan alone for what to teach and do in the classroom.
3. 3 I do not have time to plan.

Question (16) Which of the following are included in your present duties as a teaching assistant? Check every item which you perform.

53 Encourage children to talk about their experiences and activities.

54 Help groups of children with activities in art, reading, etc.

50 Give children individual attention.

54 Read to children.

54 Take children to the playground for walks, field trips, etc.

50 Generally assist teacher in all she does.

52 Help serve food--snacks, breakfast, lunch.

51 Help clean up after meals.

18 Relieve teacher of details like socring papers, etc.

51 Help teacher in planning lessons and/or activities.

49 Prepare materials for classroom use.

18 Ride the school bus.

48 Work with parents when they volunteer.

38 Visit parents at home.

11 Other.

Comment: On helping to serve food and clean up: "...the children help with these things, it helps feel as though they can do some things on their own, with a little help, from a teacher."

Question (17) a. In general, how satisfied are you with the way your time is being used?

1. 19 Very satisfied
2. 33 Satisfied
3. 2 Dissatisfied
4. 1 Very dissatisfied.

b. What suggestions do you have for making better use of your time?

1. "To me a program that has a shorter day, ...that the children could enjoy it more, and not to be in a class all day long."

2. "...my time is used in working with the children and there is no better use, as far as I' m concerned."

3. More inservice training with more release time.

III. TRAINING (WORKSHOPS)

Question (18) Was there a workshop about the Responsive Program before the school year started?

Yes - 23 No - 20

Question (19) How frequently were inservice workshops for the Responsive Program held during the school year?

1. 12 Once a month.
2. 3 Once every 3 weeks.
3. 15 Once every 2 weeks.
4. 28 Once a week.

NOTE: Some checked more than 1; for at least two TA's, possibly more, this changed during the course of the year.

Question (20) Is the number of workshops adequate?

1. 39 Yes
2. 1 No, there should be fewer workshops.
3. 10 No, there should be more workshops.

Question (21) Did you attend all the workshops?

Yes - 32 No - 15

Question (22) Do you find the inservice workshops meet your needs as a teacher assistant?

Yes - 39 No - 6

If no, please explain how the workshops can be made more helpful to you:

1. "I sometimes felt that my assisgnments were rather elementary, that I could have gotten just as much out of the material just from reading it myself." (This T.A.had less than 1 year both in teaching experience and in working in the Responsive Program.)

2. Not enough training. Also notes pressure to keep on the program.

3. Meeting or workshops with T.A. might make T.A. more helpful to teacher.

4. Already knew much of the training. Also, suggest set training at different time.

Question (24) In general, how satisfied are you with the inservice training of the Responsive Program you during the year?

20 Very satisfied

27 Somewhat satisfied

3 Somewhat dissatisfied

2 Very dissatisfied

Question (25) a. If your community continues its contract for training in the Responsive Program next year, and you have a choice to participate, will you choose to participate?

Yes - 48 No - 4

b. If your community discontinues training in the Responsive program next year, will you continue to use some of the concepts of the responsive Program in your classroom?

Yes - 51 No - 1

Question (26) Are you in a career development program?

Yes - 28 No - 21

IV. STAFF RELATIONS

Question (27) How well do you and your teacher work together in the classroom?

41 Well: we work as a team; we are both teachers: we plan and divide our responsibilities. We have the same feeling on how to help children learn.

9 We have minor disagreements on our responsibilities but we have the same feelings on how to help children learn.

2 Not well: there is a definite misunderstanding on our responsibilities and on how to help children learn.

Question (28) Do you have difficulties in working with your Program Advisor?

Yes - 3 No - 50

If yes, please explain:

Comments:

1. "The difficulty arises from the fact that she is Program Director as well as Program Advisor. She feels that she can step into our classroom and order us to do this or that on the spot instead of first observing and then criticizing us. When she steps in like this, she generates a great deal of ill feeling. It would help if she would learn to respect teachers and parents as feeling people."

2. "Lack of understanding of the community and the children".

3. Would like P.A. to visit center more.

4. P.A. sometimes disturbs classroom.

Question (29) Please use this space for any other comments you wish to make about the training you received in the Responsive Program during the past school year.

1. "The fact that this training was made compulsory, even when we were understafffed, at times made us reluctant to go. Some of the workshops were valuable and interesting, others were not worth sitting through."

2. "The toys are not sturdy enough for the age group."

3. More use of films and filmstrips. Also, more thorough treatment of manual.

Miscellaneous Comments:

1. "I have nothing to hide, I am very happy about this program.

2. Some problems for a group in West Virginia.

   a. Apparently, at least some of the staff had to be split and rotated to attend workshops and not all went to each workshop. A common complaint is lack of time, etc.

   b. Apparently, some children already knew some of the things which the RM teaches. In at least one center, most children had been there for two years.

   c. Also, apparently there are few Black children (maybe none) in this area, so 'Responding to Black Children' [See question (12) a.] may not be necessary, for some (or all) of these teachers.

HEAD START CONTINUING TEACHER QUESTIONNAIRE (1971-72)

I. BACKGROUND INFORMATION

Question (4) How long have you been a full time pre-school teacher?

AVERAGE
4.2 years

(Responses varied between 3 months and 9 years)

Question (5) How long have you been a full time teacher in a Responsive Program classroom?

AVERAGE
2.2 years

(Responses varied between 3 months and 3 years)

II. INSERVICE WORKSHOPS CONDUCTED BY THE PROGRAM ADVISOR

Question (6) Were there an adequate number of inservice training workshops held by the Program Advisor during the past year?

Yes - 15
No - 3

Question (7) Did you attend all the workshops offered?

Yes - 11
No - 7

Question (8) Please evaluate your overall experience with theinservice training workshops of the past year according to the criteria listed below. Put a checkmark in the appropriate boxes depending on your judgement.

Criteria	All workshops	Most workshops	Little over half of the workshops	About half of the workshops	Less than half of the workhshops	None of the workshops
Well Planned	11	7				
Relevant to your teaching needs	10	5	2			1
Allowed you to actively participate	15	2	1			

Question (9) a. Did you receive two years' inservice training in the Responsive Program?

Yes - 14
No - 4

b. Did you have the same Program Advisor for both years?

Yes - 11
No - 3

c. How would you compare the second year's inservice training with that of the first year? For example, were you more satisfied with the training of the first year or that of the second year? Please explain:

better	8
Same	7
Worse	2

Comment:

"Although the content of 2nd year was different one time around was enough, and the second time around just very time consuming and unnecessary."

III. OVERALL TRAINING CONDUCTED BY PROGRAM ADVISOR

Question (10) In your estimation, what per cent (e.g., 50%, 20%, etc.) of your Program Advisor's time was spent in each of the following activities over the past school year?
(1. In the classroom working with children, 2. In the classroom working with teacher and teacher assistant, 3. Observing teacher and teacher assistant, 4. Providing feedback based on observation, 5. Taking care of administrative duties, 6. Workshops, 7. Other)

-Unfortunately, 72% of the teachers and 90% of the teacher assistants gave answers to this question that were un-usable or meaningless. One said, "Sorry, I do not think in %." Several gave impossible figures, e.g., totalling to 575%, or putting 100% or "all" next to each category.

(11) Below are statements of some of the Program Advisor's tasks.

a. Please indicate, according to your experience in working with your Program Advisor, how she performed each task by checking the appropriate boxes.

	How has PA performed task?				
Task	Very Well	Well	Fair	Poor	Don't Know
Demonstrates teaching techniques in your classroom	12	4			2
Demonstrates use of new materials/games	16	1	1		
Works with children in your classroom	13	4			
Gives constructive feedback from observation	10	5	3		

b. Also indicate whether or not each task has helped your teaching by checking the appropriate boxes.

	Has the task been helpful to your teaching?			
Task	Very helpful	Somewhat helfpful	Not helpful	Can't decide
Demonstrates teaching techniques in your classroom	14	1	1	
Demonstrates use of new materials/games	14	3	1	
Works with children in your classroom	14	2		1
Gives constructive feedback from observation	12	4	1	

Question (11) Continued

"I don't like to have an outsider come in and work with children without better knowledge of their backgrounds. I saw some 'shock' after one session." Feedback apparently "had a negative effect."

Question (12) a. How much influence does each of the following factors have over decisions concerning your classroom teaching? Check as many of the boxes as necessary.

Factors	A great deal	Some	None
Yourself	14	3	
Head Start Director	3	10	3
Program Advisor	6	11	1
Parents of the Children in your class	6	12	
Children in your class	13	5	
Teacher assistant in your class	10	8	
Other teachers in the Center	1	11	3
Far West Laboratory	7	9	1
The Center's physical facilities	12	4	

Question (12) b. Indicate also the nature of the influence of each factor by checking the appropriate boxes.

Factors	On the whole positive	On the whole negative	Equally positive and negative	Can't decide
Yourself	16		1	
Head Start Director	9	1	3	5
Program Advisor	13	1	3	1
Parents of the children in your class	7		8	3
Children in your class	11		5	1
Teacher assistant in your class	15		2	1
Other teachers in the Center	6	1	5	4
Far West Laboratory	12		4	1
The Center's physical facilities	8		8	1

IV. OVERALL EVALUATION OF PARTICIPATION IN THE RESPONSIVE PROGRAM

Question (13) What advantages do you see to participating in the Responsive Program? Check all that apply. Also identify three important advantages: number the most important advantage 1, the second most important 2, and the third most important 3.

AVERAGE RANK	NUMBER OF TIMES CHECKED	
3.0	10	The centers have been provided with more educational materials and equipment.
2.0	14	The teachers and teacher assistants receive pre-service training before school started.
2.3	16	The teachers and teacher assistants receive in-service training and help.
1.9	15	Participation in the Responsive Program has improved my understanding of how children learn and develop.
1.0	2	Our classes are smaller.
–	3	Can hire teacher assistants and other staff, like the school psychologist, social worker, etc.
2.0	14	The teachers and teacher assistants have a definite, planned sequence of classroom activities to follow.
1.7	14	The teachers and teacher assistants are given clear educational goals which they can achieve in their own way.
2.0	10	Teachers and teacher assistants are able to advance professional through a career development program.
1.0	3	Other

Comments From "Other":

*Exchange of talk and ideas is good.

*Teacher and T.A. learn and experience together.

*Program is good for the inexperienced or untrained

*Helped to pull ideas together, to verbalize philosophies, to have more self-confidence.

Question (14) Will you continue to use some of the Responsive Program processes and procedures in your classroom next year if your community discontinues using the Program Advisor to provide inservice training in the Responsive Program?

Yes - 18
No - 0

Question (15) What disadvantages do you see to participating in the Responsive Program? Check as many items as you wish. Also identify three important disadvantages: number the most important disadvantage 1, the second most important 2, and the third most important 3.

AVERAGE RANK	NUMBER OF TIMES CHECKED	
1.5	2	I cannot institute some of the procedures and techniques which I think should be used.
1.0	1	I have less choice about the activities in the classroom.
	0	I do not agree with the Responsive Program's ideas about how children learn.
1.8	5	It is very difficult for me to integrate and use all the components of the Responsive Program.
3.0	1	It is difficult for me to work with the Program Advisor.
	0	It is difficult for me to work with the teacher assistant.
1.5	1	The school administration does not support the Responsive Program.
1.3	2	The community and the parents do not support the Responsive Program.
2.0	2	Other

Comments From "Other":

"Classes are too long and drawn out and my time is SO limited!"

"The parents have so many problems they don't know what they are missing by not coming to the classroom."

Question (16) What has been the most serious difficulty you have encountered as a result of participating in the Responsive Program?

*"...the feeling in myself of being manipulated. The program speaks for autonomy, self selection and direction for children but not for teachers - who in our District must pay to take a class for 3 units of credit which they may not wish to take - In my case I felt the class to be of no value to me and felt insulted that I should be enrolled in such a class."

*Hard to remember to keep continual written observations of children.

*Getting parents educated about Responsive Program.

Any of these may have been meant as good features of the program

*Also helped to learn to talk in front of people.

*Providing ethnic reinforcement for minority groups in class.

*The T. and T.A. getting together on planning.

*Need more parent and volunteer involvement.

*Suggest parent workshop.

*Finding time for classes.

*P.A.'s workshop technique not good.

*Training sessions are time - consuming.

*Some duplication of services "which we already have from our resources staff."

*Building not constructed for program.

*Classes too large.

Question (17) Are there any other comments you wish to make about your experiences with the Responsive Program?

1. Agrees with Program's basic ideas, but feels that "....the delivery of these ideas in the literature is patronizing and simplistic."

2. "Working and learning with Mrs. T_____has been one of the greatest things to happen to me - she has taught me so much!"

3. "I am thoroughly convinced that it's a great way for kids to learn. I feel fortunate that I got a job in a program usin' the Responsive Program."

4. Would like other programs similar to Responsive Program.

5. Takes up a great deal of time.

6. Directors should be more involved; participate fully in inservice training, meetings, workshops.

7. "...learned and grown as a teacher..."

8. "-Program good, worked beautifully."

HEAD START TEACHER ASSISTANT 1971-72 YEAR

END QUESTIONNAIRE (CONTINUING COMMUNITIES)

I. BACKGROUND INFORMATION

Question (4) How long have you been working full time in a pre-school classroom?

Average: 3.0 years (Response ranged from 4 months to 6 years).

Question (5) How long have you been a full time teacher assistant in a Responsive Program classroom?

Average: 1.7 years. Responses ranged from 4 months to 3 years.

II. INSERVICE WORKSHOPS CONDUCTED BY THE PROGRAM ADVISOR

Question (6) Were there an adequate number of inservice training workshops held by the Program Advisor during the past year?

Yes - 8 No - 0

Question (7) Did you attend all the workshops offered?

Yes - 8 No - 1

Question (8) Please evaluate your overall experience with the inservice training workshops of the past year according to the criteria listed below. Put a checkmark in the appropriate boxes depending on your judgment.

Criteria	All Workshops	Most Workshops	Little over Half of the Workshops	About half of the Workshops	Less than half of the Workshops	None of The Workshops
Well Planned	6	3			1	
Relevant to your teaching needs	6	3		1		
Allowed you to actively participate	8	1		1		

Question (9) a. Did you receive two years' inservice training in the Responsive Program?

Yes - 4 No - 6

b. Did you have the same Program Advisor for both years?

Yes - 3 No - 7

c. How would you compare the second year's inservice training with that of the first year? For example, were you more satisfied with the training of the first year or that of the second year?

Better - 3 Same - 6 Worse - 1

III. OVERALL TRAINING CONDUCTED BY THE PROGRAM ADVISOR

Question (10) In your estimation, what percent (e.g., 20%, 50%, etc.) of your Program Advisor's time is spent in each of the following activities over the past school year?

Answers were unusable. Please see explanation under this same question on the teacher questionnaire (page 71).

Question (11) Below are statements of some of the Program Advisor's tasks.

a. Please indicate, according to your experience in working with your Program Advisor, how she performed each task by checking the appropriate boxes.

	How has PA perform task?				
Task	Very Well	Well	Fair	Poor	Don't Know
Demonstrates teaching methods in your classroom	8	1	1		
Demonstrates use of new materials/ games	8	1	1		
Works with children in your classroom	8	1	1		
Gives feedback from observation	5	2	2		

Question (11) b. Also indicate whether or not each task has helped your teaching by checking the appropriate boxes.

Task	Has the task been helpful to your teaching? Very Helpful	Somewhat Helpful	Not Helpful	Can't decide
Demonstrates teaching methods in your classroom	7	2	1	
Demonstrates use of new materials/games	6	3	1	
Works with children in your classroom	7	2	1	
Gives feedback from observation	8	2		

(12) a. How much influence does each of the following factors have over decisions concerning your classroom teaching? Check as many of the boxes as necessary.

Factors	A great deal	Some	None
Yourself	7	2	
Head Start Director	2	6	2
Program Advisor	1	7	1
Parents of the children in your class	3	6	1
Children in your class	6	2	
Teacher in your class	6	4	
Other teacher assistants in the Center	1	6	1
Far West Laboratory	2	6	1
The Center's physical facilities	4	5	

Question (12) b. Indicate also the nature of the influence of each factor by checking the appropriate boxes.

Factors	On the whole positive	On the whole negative	Equally positive & negative	Can't decide
Head Start Director	5		2	3
Program Advisor	8		1	1
Parents of the children in your class	2		6	2
Teacher in your class	8		1	
Far West Laboratory	5			3

IV. OVERALL EVALUATION OF PARTICIPATION IN THE RESPONSIVE PROGRAM

Question (13) What advantages do you see to participating in the Responsive Program? Check all that apply. Also identify three important advantages: number the most important advantage 1, the second most important 2, and the third most important 3.

Average Rank	Number of Times Checked	
1.8	4	The centers have been provided with more educational materials and equipment.
2.0	5	The teachers and teacher assistants receive pre-service training before school started.
2.2	10	The teachers and teacher assistants receive inservice training and help.
1.3	9	Participation in the Responsive Program has improved my understanding of how children learn and develop.
2.4	10	Teachers and teacher assistants are able to advance professionally through a career development program.
-	0	Other

Question (14) Will you continue to use some of the Responsive Program processes and procedures in your classroom next year if your community discontinues using the Program Advisors to provide inservice training in the Responsive Program?

Yes - 9

No - 0

Question (15) What disadvantages do you see to participating in the Responsive Program? Check as many items as you wish. Alsoidentify three important disadvantages: number the most important disadvantage 1, the second most important 2, and the third most important 3.

AVERAGE RANK	NUMBER OF TIMES CHECKED	
–	–	I cannot institute some of the procedures and techniques which I think should be used.
1.0	1	I have less choice about the activities in the classroom.
–	–	I do not agree with the Responsive Program's ideas about how children learn.
1.5	2	It is very difficult for me to integrate and use all the components of the Responsive Program.
1.0	1	It is difficult for me to work with the Program Advisor.
–	–	It is difficult for me to work with the teacher.
3.0	1	The school administration does not support the Responsive Program.
1.5	2	The community and the parents do not support the Responsive Program.
1.0	1	Other

Comments From "Other":

1. Community and parents know little about Responsive Program - only the ones who come to help in classroom know.
2. Wants more training in Responsive Program.

Question (16) What has been the most serious difficulty you have encountered as a result of participating in the Responsive Program?

*P.A. was boring at times.

*Hard to get to classes held away from the school.

*A busy year.

*Some activities too difficult for children.

*Lack of materials to use.

[Perhaps not in direct response to this question]

*Very helpful.

*Suggest all preschool T and T.A. go through such a program.

*"changing my own negative techniques."

Question (17) Are there any other comments you wish to make about your experiences with the Responsive Program?

*Hopes to continue next year.

*Video-tape very good.

*Help with observations has been good.

*Very beneficial program.

*Wants to visit Laboratory.